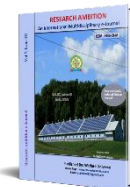




# Research Ambition

An International Multidisciplinary e-Journal  
(Peer-reviewed & Open Access) Journal home page: [www.researchambition.com](http://www.researchambition.com)  
ISSN: 2456-0146, Vol. 07, Issue-III, Nov. 2022



## Comparison of Chinese and Malaysian Media Literacy: An Analytical Study

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### KEYWORDS

Media literacy; Online communication; Fake news; Media communication.

### ABSTRACT

Media literacy refers to the ability to select, fully absorb, analyze, and react critically to the multitude of types of information disseminated by the media. Important components of media literacy include avoiding creating or disseminating false news and respecting other people's rights and privacy. In the era of the Internet, online media literacy is a brand-new subset of media literacy. In addition to information use and critical literacy skills found in conventional media, online information creation, online communication, social collaboration, and social participation skills are included as well.

### Introduction

Media Knowledge The capacity to choose, query, comprehend, assess, and critically think about information from a range of sources is known as media literacy. (2012) Tan, Xing, Zhang, et al. Media literacy is the capacity to utilize mass media for personal growth, information gathering, understanding, and social comprehension. The techniques, attitudes, and practices of media sources, as well as how to evaluate the effectiveness of media criticism. The capacity of an audience to locate, evaluate, and comprehend information is known as media literacy. It has an impact on how information is created and disseminated, which impacts, among other things, culture, economics, politics, and technology (Tan, Xing, Zhang, et al., 2012). Media like TV, the Internet, and cellphones have had a significant influence on how people behave and communicate with one another in the contemporary world. Numerous studies have been conducted on the definition, aim, and content of media literacy as well as on the nature and course of civic media education by academics from various nations. There are still significant issues with academic research on media literacy, as shown by an analysis of the condition and development of the field in China and Malaysia. For instance, there aren't enough studies comparing media literacy across nations or studies on the subject that are focused on a single nation. Balraj Pandian (2010).

In the follow-up research on media literacy, we need to increase the localization of media literacy theory research, strengthen the study of other social groups' media literacy, and establish the notion of a national media literacy education. The Internet is expanding exponentially. A growing number of individuals have the opportunity to exchange information as the number of Internet users' increases significantly. The severity of network problems is increasing, and instances like cyber

attacks, online violence, internet terror, confidentiality breaches, pornographic media coverage, rumors, and defamation are still happening. When it comes to selecting information that aligns with one's interests or points of view, media literacy education has also grown in importance as a component of public opinion, which has restricted public perception and discourse. An excellent illustration of how this operates is online public opinion (Pandian, Balraj, 2010). The majority of the articles I selected discuss how media literacy is taught in Malaysia and on the Chinese mainland. It should be obvious from an examination of the literature where media literacy instruction, conferences, and the foundational principles of higher education discipline come from. However, there is little social support and a poor level of localization. How someone interprets the news affects their mood and ability to utilize the media. the capacity to choose, comprehend, inquire, judge, ascertain, and guess in response. People must be able to comprehend, use, and evaluate the media and the information they provide in order to use them. Both Malaysia and China have a wealth of media literacy, which has aided in the modernization of their communication sector infrastructure and technology. But unless everyone who gets it utilizes it for their personal advantage and the welfare of society as a whole, true mass communication cannot be completely realized. But they are still separated by a distance. This is a really peculiar circumstance. In other words, audiences are growing poorer while communication tools and technology are becoming more sophisticated and contemporary. As a result, there is a significant gap between how the public perceives and uses the media and how swiftly journalism is evolving. If this gap continues to widen, it will hinder the development of countries (Pandian, Balraj, 2010). The current mass media culture demonstrates the quality of the audience. It could eventually pose a significant obstacle to the

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DOI: <https://doi.org/10.53724/ambition/v7n3.06>  
Received 15<sup>th</sup> Oct. 2022; Accepted 15<sup>th</sup> Nov. 2022  
Available online 30<sup>th</sup> Nov. 2022

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development of mass communication. Because vulgar culture has devoured them, many of the most cutting-edge communication technologies and strategies haven't been completely developed or employed effectively (Pandian, Balraj, 2010).

#### **a. Media Literacy Organization Ownership**

Both Malaysians and Chinese are aware that the government controls their copyrights. Media literacy in Malaysia and China vary in that the former has historically been neutral, while the latter has historically been pro-government. However, there are now ongoing changes that favor neutrality (Pandian, Balraj, 2010). Balraj Pandian (2010). Before, the government did little to address the fake news and inaccurate information that appeared in Chinese and Malaysian media. Since the coronavirus, the government has controlled media literacy in China and Malaysia, eradicating and disseminating a great deal of false information (Balraj, 2010). People who are media literate are able to choose, comprehend, analyze, and react critically to various types of information they get through the media. The most significant informational, social, cultural, technological, and economic aspects are all present in media. A medium has no use if it doesn't disseminate information. The audience's culture and educational level may be inferred from the media they choose, thus, the best approach to utilizing media is to be aware of how it operates (Pandian, Balraj, 2010). As a result of the media industry's rapid expansion, education has gradually altered to help young people understand how to discover information and utilize contemporary media more efficiently. Online media may give some individuals terrible notions (Pandian, Balraj, 2010). The ability of the audience to critique the media that is disseminated by the mass media has to improve. Organizational and individual media literacy are the two components that make up media literacy. Personal media literacy focuses on how individuals utilize media in public, whereas organizational media literacy concentrates on the abilities of professional media companies. For media companies in the era of varied communication, content reigns supreme. It is possible to improve the capacity to influence public opinion and get an understanding of the general state of public opinion via creative communication techniques and a sense of responsibility by increasing the spread of information through the creation of high-quality content. This capacity to shape public opinion and gauge the state of it generally was later made stronger by the mass media sector. As China has developed rapidly, the emphasis on education has gradually changed to media literacy in order to aid individuals in finding information and using contemporary media more skillfully. Media literacy is a topic that education departments and academics have studied extensively. The national formal education system, non-formal education, and lifelong learning now include media education (Pandian, Balraj, 2010). Not all of the information provided by the media is accurate, and some of it may be false and have negative impacts due to a variety of complex factors. As part of media literacy, audiences need to understand how to critique the media. Organizational media literacy, which focuses on how effectively specialized media organizations do their duties, and personal media literacy, which focuses on how well individuals interpret what

they see in the media, are the two components that make up media literacy. Professional media organizations and individuals who have many identities need to learn more about how to utilize media in the era of self-media. Information dissemination methods and information dissemination as a whole. To improve the ability to influence public opinion, comprehend the general state of public opinion, and integrate the media through new forms of communication and a sense of responsibility in the age of media diversification, one must continue to insist on the creation of high-quality content and work to promote information dissemination (Pandian, Balraj, 2010).

#### **b. The Rules and Regulations Governing Media Literacy and Their Impact**

Written and unwritten guidelines on how the media should be governed and managed inside the nation make up the media rules and regulations. The formal system of media control may be codified in the form of general laws or laws pertaining specifically to the media, or it may be set in media management rules, measures, notifications, or other documents. It's also possible that there are just prospective regulations and no written ones at all. Formal institutions consist of regulations (Tan, Xing, Zhang, et al., 2012). What it means to be media literate differs between Malaysia and China. Although there is a global increase in media literacy education, there is an increasing number of international discussions and exchanges where the participants have quite diverse objectives, driving forces, and strategies for achieving them. When people discuss media literacy, they don't always discuss the same topics (Pandian, Balraj, 2010). Media literacy is seen as a technique to defend people against the "bad" impacts of the media when governmental entities are in control of its creation and administration. Companies that create hardware and software are concerned with media literacy because, if you don't purchase their products, you're old and incompetent, which makes purchasing their goods a societal need. Media companies' objectives and psychology are more complicated and contradictory, and they adhere to the belief that their viewers can ignore them. They are given restrictions by their managers so they may better comprehend the media communication's topic. They do not want them to view media productions critically. Media literacy is a complex system that requires a broad perspective, not simply a collection of skills or knowledge that can be taught. In my opinion, media literacy is based on a wide range of knowledge that simplifies the process of managing media information, provides us with a full understanding of media and media communication, enhances our appreciation of media goods, and enhances our aesthetic sense (Tan, Xing, Zhang, et al., 2012).

#### **c. Media literacy management within organizations**

The media sector immediately integrates management and media literacy concerns within the framework of management concerns for evaluation. Now it undertakes relevant research based on the particular conditions of the media business and applies the ideas, points of view, and theories of management to media operations. Last but not least, during the course, these ideas will be examined, applied, utilized in direct practice, and improved upon. This is a useful technique for

improving media management research (Tan, Xing, Zhang, et al., 2012). The term "media ethics" was initially used to refer to the moral principles, conduct standards, and moral characteristics that media professionals develop towards their societal commitments. It demonstrates the code of social and professional ethics that governs employment in the media. Form. According to the author, as part of their media ethics, college students should uphold information ethics, refrain from creating or disseminating false material, and respect other people's privacy and rights. For instance, it's crucial to establish a system for self-discipline on a blog, manage the dissemination of blog material, impart excellent blog literacy, and take the network environment into consideration. They need to understand more about the media's operations, values, and production processes in addition to what it represents politically and financially if they want to advance their media literacy. They must participate in certain activities as well. They might, for instance, participate in media practice exercises organized by schools or professors or actively participate in class debates. Learn how to utilize the media effectively, think critically, evaluate and take in media information, actively reject inadequate media information, and remain calm in the face of information age obstacles. After that, develop oneself using media resources, actively engage in social growth, create a peaceful and orderly media ecological environment, and eventually accomplish the ideal fusion of people and media (Tan, Xing, Zhang, et al., 2012). The media has both negative and positive influences on society. Therefore, there must be more to the public's interaction with the media than merely "confrontation and resistance." The negative impacts of the media, however, "will become more visible, at least in a condition of staggering and conflicting with the good effects, when the pace of mass media popularity surpasses the public's media literacy reserve." The major means of disseminating the socialist spiritual culture, which has a business-like tint and obvious utilitarian inclinations, continues to be the mass media, which continues to be the voice of the party and the people. Content is disseminated in a variety of ways to increase views and ratings, appeal to people's poor tastes, and pique their interest. It is impossible to contest this truth. College students have suffered in various ways from the proliferation of information, including violence, emotion, and deceptive advertising, from the way they see the world to the way they comprehend it. Most Chinese people aren't very skilled at using the media since China hasn't given much attention to making sure people are aware of it for a very long time. Despite having a lot of schooling, college students lack a lot of media knowledge (Tan, Xing, Zhang, et al., 2012).

#### **d. Target Audience for Media Literacy**

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People who read the news are the target market for new media media literacy in Malaysia and China. As a result, media literacy has evolved into one of the fundamental abilities that everyone requires, and nations constantly work to increase media literacy. The core objective is for individuals to be able to critically evaluate the media, for example, by gaining more information, appreciating and expressing beauty, using media goods, etc. Network media literacy is an innovative approach to learning how to utilize the media in the Internet era. It incorporates the same information consumption and critique abilities as conventional media, in addition to expertise in network information generation, network communication, social cooperation, and network involvement. The advancement of the Internet has opened up several new avenues for individuals to participate in politics. People now feel much more strongly than before that they can influence politics, and they are more motivated to do so. The low-cost, simple-to-use, and adaptive methods of connecting people to one another that the Internet offers might also be utilized to improve political involvement. In the long term, network technology will enable people to participate in politics in a manner that is informed and based on science. The "spectators" on Weibo are an excellent illustration of how the Internet has expanded people's opportunities for political participation. In the era of conventional media, media literacy education places a strong emphasis on teaching viewers how to evaluate and understand what they see. This ability manifests in how individuals evaluate the value and caliber of media information. This sort of choice and decision will alter a person's values, thought processes, and behavior over the long term in both "immediate" and "delayed" ways. Mass media are better equipped to isolate and evaluate data as we enter the era of interactive information exchange. The media no longer communicate in a single manner. Instead, people converse with one another in a variety of ways. Technology does not prevent information from moving from one medium to another. Information can be shared and distributed quickly and easily thanks to network media, but it also has a lot of issues. Since it is impossible to be certain that the mainstream press on the Internet is reliable, it is increasingly important to be able to recognize and comprehend different types of incorrect information.

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